Judy Storeygard, Senior Researcher/PI

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# **Professional Preparation**

Barnard College Latin American Studies and Anthropology B.A. 1968

Stanford University Elementary Education M.A. 1970

Lesley College Graduate School Special Needs M.Ed. 1975

# **Appointments**

## TERC, Cambridge, MA, Senior Research Associate, Principal Investigator 1990-present

Program Evaluation Research Group, Lesley University, Lead Evaluator 1996-2009

*Principal Investigator*

2016-19 Principal Investigator NSF DRK12 1621151 Doing the Math with Paraeducators: A Research and Development

Project 2010-12Book project with Corwin Press *Count Me In! K–5: Including Learners With Special Needs in Mathematics Classrooms*, 2012) collaborating with teachers to describe their mathematical strategies for students with special needs (Institutional Development Grant)

2007-09 Edited book and video episodes with teachers, *My Kids Can, Making Math Accessible to All Learners, K-5* (Institutional Development Grant)

Building an Inclusive Mathematics Community: Resources for Teachers to develop professional development modules that support teachers in inclusive mathematics settings (NSF 2004-07)

Accessible Mathematics, action research project with pairs of classroom and special education teachers to support the mathematics learning of their students with special needs (NSF 2001-04)

*Senior Researcher*

SABES PD Center for Mathematics and Adult Numeracy (Adult and Continuing Learning Services, a division of the MA Dept. of Elementary & Secondary Education 2014-17)

Evaluation of Indiana Science Initiative (ISI) PI, Karen Mutch-Jones, TERC (2014-15)

Project INK K-12 Teaching and Learning Using Interactive Ink Inscriptions in K-12

Co-PIs, Andee Rubin, TERC & Kimberly Koile MIT CECI (NSF 2010-13)

Scaling Up TRIAD: Teaching Early Mathematics for Understanding with Trajectories and Technologies (subcontract with University of Buffalo) 2006-09, 2011-12

*Principal Investigator/Lead Evaluator*

Collaborative Research: An impact study to examine the efficacy of a professional development program for elementary teachers, Paola Sztajn, PI, NC State University, (NSF-2015-19)

Project AIM: All Included in Mathematics Communication, Paola Sztajn, PI, NC State University, professional development focusing on mathematics talk (NSF 2010-15)

Massachusetts State Science Fair (2010-14): Evaluation of professional development/mentoring

Connecticut Math and Science Partnership Cross-Site Research and Evaluation Project Evaluating coaching professional development and implementation (2006-09)

*Contributing editor* (2006-07)

Working with the Range of Learners: Classroom Cases*, Investigations in Number, Data, and Space* (TERC), 2nd edition

## Program Evaluation and Research Group, Lesley College, Cambridge, MA

### Lead Evaluator Consultant 1996-2009

Connecting Science and Literacy Program: Professional Development Resources for Elementary Teachers (EDC)

Implementation of standards-based mathematics curriculum at the Massachusetts Hospital School (multiply handicapped).

 Metro-Nashville Local Systemic Change Project (NSF).

# **Selected Products**

Storeygard, J., Mutch-Jones, K, Ngongi-Lukula, S. (2018) Doing the Math with Pareducators. TERC Hands On! Winter 2018

 Storeygard, J. (2013). Yes, elementary school students with Asperger syndrome c*an* *l*earn math. *AANE Journal, 11*, 9-11.

Storeygard, J. (2012). My child “CAN”: Going beyond the ADHD label to help students learn mathematics. *Exceptional Parent Magazine, 42*(8), 48-50 *(*[*www.eparent.com*](http://www.eparent.com)*).*

Storeygard, J. (2012). *Count me in: Including learners with special needs in mathematics classrooms K-5.* Thousand Oaks, CA: Corwin Press.

Contributor to Fosnot, C. (Ed.). (2010). *Models of* *intervention in mathematics: Reweaving the tapestry.* Reston, VA: NCTM.

Storeygard, J. (Ed.). (2009). *My Kids Can:* Making math accessible to all learners, K–5. Portsmouth, N.H.: Heinemann, Inc.

Storeygard, J. (2009). *Evaluation report for the Mini-Symposium on Women of Color in STEM: Perspectives on experiences, research, evaluation, and policy in higher education and careers.* Cambridge, MA: TERC.

Chick, C., Tierney, C., & Storeygard, J. (2007). Seeing students' knowledge of fractions: Candace's inclusive classroom. *Teaching Children Mathematics,14* (1), 52-56.

Storeygard, J., & Tierney C. (2005). The story of Darrell. *Hands On!* (TERC, Cambridge MA), 14-17.

Storeygard, J., & Tierney, C. (2005). Including all students in meaningful mathematics: The story of Darrell. *Teaching Exceptional Children Plus,* *1*(3), January 2005.

Tierney, C. & Storeygard, J. (2002). *Ask an author: How can I help special needs students feel included in class discussions?*  Retrieved from http://investigations.terc.edu/library/implementing/qa-1ed/special\_needs\_class\_disc.cfm.

# **Selected Synergistic Activities**

*Presentations at Conferences:* 2019 AFT-BTU Annual Conference for Paraprofessional​ and School Related Personnel (presented with paraeducators), National Council of Supervisors of Mathematics (2009,10,11,12,13,14,15,17), Regional NCTM Louisville (2013), American Mathematics Teacher Education (2009), Learning Disabilities Association (2011), National Association of the Education of Young Children (2009)

*Committee: ERC Fellowship Committee (2004-)* A two-year residential research fellowship for candidates whose research links matters of cultural, linguistic and racial equity and justice with learning and teaching

# **Collaborators**

Cora Beth Abel, Massachusetts State Science and Engineering Fair; Doug Clements, University of Denver; Daniel Heck, Horizon Research, Inc.; Kimberle Koile, MIT; Julie Sarama, University of Denver; Paola Sztajn, PI, NC State University; Karen Karp, University of Louisville, Linda Davenport, Boston Public Schools